

# **Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Santa Clara University**

## **Professional Services Division**

**May 8, 1999**

### **Overview of this Report**

This agenda report includes the findings of the Accreditation Team visit conducted at Santa Clara University. The report of the team presents the findings based upon reading the Institutional Self Study Reports, review of supporting documentation and multiple interviews with representative constituencies. On the basis of the team report, an accreditation recommendation is made for the institution.

### **Accreditation Recommendations**

- (1) The Team recommends that, based on the attached Accreditation Team Report, the Committee on Accreditation make the following accreditation decision for Santa Clara University and all of its credential programs:

#### **ACCREDITATION WITH TECHNICAL STIPULATIONS**

Following are the stipulations:

- The institution is to provide evidence that adequate administrative personnel are available to provide leadership for credential programs by hiring to fill openings.
- The institution must provide evidence of the implementation of a systematic review of all resident (master) teacher candidates to insure that all established requirements for these positions are fully met. Further, the institution must provide evidence that resident (master) teachers are periodically evaluated.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following credentials:

- Administrative Services Credential
  - Preliminary
  - Preliminary Internship
  - Professional
- Multiple Subject Credential
  - CLAD Emphasis
  - CLAD Emphasis Internship
- Single Subject Credential
  - CLAD Emphasis

## CLAD Emphasis Internship

- Specialist in Special Education Credential  
Preliminary Level I and Professional Level II  
Mild/Moderate Disabilities, including Internship  
Early Childhood Special Education including Internship
- (2) The team recommends that Santa Clara University provide evidence through a written report to the California Commission on Teacher Credentialing staff that appropriate actions have been taken to address each of these stipulations within one year from the date of this action.
- (3) Staff recommends that:
- The institution's response to the preconditions be accepted.
  - Santa Clara University be permitted to propose new credential programs for accreditation by the Committee on Accreditation.
  - Santa Clara University be placed on the schedule of accreditation visits for the 2004-2005 academic year.

## Background

Santa Clara University, located on the site of Mission Santa Clara de Asis, is the oldest institution of higher learning in California. Founded in 1851 as Santa Clara College, the school enrolled 40 students its first academic year and now enrolls 8,000, about half of whom are graduate students.

The University offers challenging academic programs and demonstrates a commitment to the development of:

- Undergraduate students who seek an education with a strong humanistic orientation in primarily residential setting.
- Graduate students, many of them working professionals in Silicon Valley, who see advanced degree programs that prepare them to make significant contributions to their fields.

The academic degree functions of the University are organized into one college, three professional schools, and the Division of Counseling Psychology and Education (CP&E). The College of Arts and Sciences, which offers 29 majors leading to either the Bachelor of Arts degree or the Bachelor of Science degree; the Thomas and Dorothy Leavey School of Business and Administration, which offers a professional education in both undergraduate and graduate programs; the School of Engineering, which offers a technical education in both undergraduate and graduate programs. The School of Law offers a full range of courses in federal, state and international law that leads to the J.D. degree. The Division of Counseling Psychology and Education offers programs in various areas of counseling and education.

For nearly 47 years, Santa Clara University has been a driving force in helping meet the education and psychological needs of local children and their families. What started in 1951 as a small teacher training department is now a multifaceted program offering graduate-level students a variety of both educational and counseling courses and degrees. Today, the Division of CP&E offers six master's degree programs and thirteen credential programs in four credential areas, plus numerous professional courses and workshops through continuing professional education programs offered in conjunction with the office of Lifelong Learning.

In education, the Master of Arts degree is available in Special Education, Interdisciplinary Education and Educational Administration. Credential programs are offered for single subject and multiple subject teaching (CLAD emphasis available), learning handicapped specialist (now Mild/Moderate) and learning handicapped specialists emphasizing Early Childhood Intervention and administrative services.

The candidate enrollment in the various credential programs is as follows:

- Multiple Subject, Intern - 47
- Single Subject, Intern - 21
- Special Education - Mild/Moderate - 18
- Special Education - Early Childhood - 19
- Administration - Preliminary - 27
- Administration - Professional - 23

### **Preparation for the Accreditation Visit**

The Commission staff consultant was assigned to the institution in the Spring of 1998 and met with the administration of the Division of Counseling Psychology and Education later that Spring. There was a meeting with the faculty and program coordinators that Spring and one in the Fall of 1998. The meetings led to discussions about team size and configuration, which standards to be used, the preparation of the Preliminary Report and Self Study Report, interview schedule and other organizational arrangements.

## **Preparation of the Institutional Self-Study Report**

The Self-Study Report was prepared in response to each California Commission on Teacher Credentialing Program Standard for each credential area and a specific response to each of the eight Common Standards. For each program area, the institution decided which of the five options of the Accreditation Framework would be used for responses to the Program Standards. The institution decided to use the California Program Standards in all areas.

## **Selection and Composition of the Accreditation Team**

Decisions about the structure and size of the team were made cooperatively between the various institutional program coordinators, the Dean of Arts and Sciences and the Commission Consultant. It was agreed that there would be seven team members including the team chair. Team members were selected because of their expertise, experience and adaptability, and trained in the use of the Accreditation Framework. Each member of the team had responsibility for responses to the Common Standards area and for a particular program area.

## **Intensive Evaluation of Program Data**

The team members received the Institutional Self-Study, including response to the eight Common Standards and response to all program standards two weeks prior to the accreditation visit. Team members also received other information from the Commission staff several weeks before the visit. The team met from 1:00 to 4:00 p.m. on Sunday May 2. At the meeting, they received the interview schedule, discussed the Self-Study Document and reviewed procedures for collecting evidence for writing the accreditation report. The on-site visit to the institution began on Sunday, May 22, 1999 at 6:00 p.m. The institution had a two hour reception on the campus and the team had the opportunity to discuss various issues with the administration and program coordinators. The team had dinner and a meeting later Sunday evening.

On Monday and Tuesday, May 3 and 4, the team collected data from interviews and reviewed institutional documents according to the procedures outlined in the *Accreditation Handbook*. The team conducted interviews with the President, Academic Vice President (Provost), Dean of Arts & Science, Chair of the Division of Counseling Psychology and Education, program coordinators, as well as full and part time faculty. Interviews were also conducted with candidates in the programs, graduates of the programs, employers, master teachers, site administrators and advisory committee members. The team participated in school site visits and received an extensive set of documents in the document room. The entire team met for breakfast, lunches and dinners on Monday and Tuesday. The team also participated in a mid-visit clarification meeting with representatives from the institution from 1:30 p.m.-2:00 p.m. on Tuesday. All seven team members contributed to team responses to the eight Common Standards and reviewed the work of team members reviewing each credential program area.

## **Preparation of the Accreditation Team Report**

The team prepared a report according to the procedures adopted by the COA and according to the *Accreditation Handbook*. For each of the Common Standards, the team made a decision of "Standard Met" or "Met Minimally: with either Quantitative or Qualitative Concerns". The team wrote a specific rationale statement for its decision and then wrote statements regarding "Strengths" or "Concerns" relative to the standard.

For each separate program area, the team prepared a narrative report about the findings about program standards. The team then highlighted specific concerns and strengths related to the program areas. The team determined that all program standards were fully met.

At the end of the accreditation report, the team included a "Professional Comments" section. These comments are to be considered as consultative advice by the team members and are not binding on the institution.

### **Accreditation Decisions by the Team**

The team reviewed its preliminary thoughts regarding all standards areas on Monday night. Some preliminary language was prepared in certain standard areas and the final language of the team report was completed on Tuesday night and early Wednesday morning. After several rather substantial discussions, the entire team united to recommend the status of "**Accreditation with Technical Stipulations.**" The team recommendation to the COA was based on unanimous agreement of the team.

**CALIFORNIA COMMISSION ON TEACHING CREDENTIALING  
COMMITTEE ON ACCREDITATION  
ACCREDITATION TEAM REPORT**

**Institution:** Santa Clara University

**Dates of Visit:** May 2-5, 1999

**Accreditation Team**

**Recommendation:** ACCREDITATION WITH TECHNICAL STIPULATIONS

- The institution is to provide evidence that adequate administrative personnel are available to provide leadership for credential programs by hiring to fill openings.
- The institution must provide evidence of the implementation of a systematic review of all resident (master) teacher candidates to insure that all established requirements for these positions are fully met. Further, the institution must provide evidence that resident (master) teachers are periodically evaluated.

The team recommends that Santa Clara University provide evidence through a written report to the California Commission on Teacher Credentialing staff that appropriate actions have been taken to address each of these stipulations within one year from the date of this action.

### **Rationale**

The team recommendation for Accreditation with Stipulations was a result of a thorough review and analysis of the Institutional Self-Study Report, additional supporting documents available during the visit, interviews with administrators, faculty, students and other individuals professionally associated with the institution. The team visited several school sites which gave valuable insights into the process. The decision was based on the following:

#### Common Standards

The Common Standards were first reviewed one by one and then voted on by the entire team. Consensus was reached that all, with the exception of Common Standards one and eight were fully met.

#### Program Standards

Findings about Program Standards were presented to the team by cluster leaders, assisted by the cluster members (for additional clarification). Following their presentation, the team discussed each program area and determined that all program standards were met in all program areas.

#### Overall Recommendations

The decision to recommend Accreditation with Stipulations was based on team consensus that all Common Standards were met. Common Standards 1 and 8 were met minimally. Although the team has identified several strengths in the Division of Counseling, Psychology and Education, the stipulations are recommended as an indicator of the importance placed on the need to quickly address the areas stipulated,

including addressing administrative personnel staffing needs (Common Standard 1), and implementing a formal monitoring process with regard to master teacher criteria and subsequent placement (Common Standard 8) in the Multiple/Single Subject Programs.

Compensating strengths are important to note, especially in the area of faculty expertise, collaboration with local school district constituents and the university-wide strategic plan with its articulated vision shared by administrators, faculty, and students. The team concluded that all credential programs were effective and of high quality. Although the team recommends two stipulations, the overall quality of the program is good.

**Team Leader:** **Marsha Savage**  
California Baptist University

**Common Standards Cluster:** **Jim Scott**, Cluster Leader  
Eureka City School

**All Other Team Members**

**Basic Credential Cluster:** **Diane Guay**, Cluster Leader  
College of Notre Dame

**Rodger Cryer**  
Franklin McKinley School District

**Suzanne Riley**  
California Department of Education

**Specialist Credential Cluster:** **Ken Engstrom**, Cluster Leader  
Fresno Pacific University

**Satoko Davidson**  
Vallejo City Unified School District

## **Documents Reviewed**

Institutional Self-Study Report  
Division Catalogue and Brochures  
Strategic Plan for University  
Strategic Plan for Division  
Division and University Organizational Chart  
Division Guidelines  
Program Budgets  
Faculty Vitae  
Faculty Handbook  
Course Syllabi  
Course Evaluations  
Class Schedule  
Information to Students  
Application Packet  
Candidate Files  
Candidate Evaluations  
Candidate Portfolios  
Student Teaching Handbook  
Student Teacher Binders  
Field Experience Handbook  
Intern Portfolios  
Program Support Letters  
Program Evaluation  
Advisory Committee Minutes  
Open House Announcements  
Career Services File Information  
Job Announcements  
Community Needs Assessment  
Graduate Follow-up  
Agency Letters of Collaboration  
Agency Internship Support Letters  
Agency / University Contract  
Faculty Involvement Plan Form  
Intern Induction Plan Form

## **Documents Missing**

Qualification form for Master Teachers  
Graduate Follow-up Forms since 1993



### Interviews Conducted

Type	TOTAL
Program Faculty	74
Institutional Administration	34
Candidates	113
Graduates	45
Employers of Graduates	12
Supervising Practitioners	25
Advisors	15
School Administrators	11
Credential Analyst	7
Advisory Committee	6

**TOTAL      342**

\* Each number reflects the number of interviews conducted. In a number of cases, the same individuals were interviewed more than once by a different team members.

## **Standard 1 – Educational Leadership**

### **Standard Met Minimally With Quantitative Concerns**

The faculty and professional credential program coordinators in the Division of Counseling, Psychology and Education benefit from a clear, consistent university mission statement and institutional mission. The mission and vision are rooted in the Jesuit tradition and lived out in a campus wide commitment to providing quality education which emphasizes “competence, conscience and compassion.” All professional credential programs in the division are based on the institutional mission and vision, and the faculty, staff and program coordinators model behaviors that are consistent with the institution’s mission.

The administrator for the Division of Counseling, Psychology and Education also serves as the Dean for the School of Arts and Sciences for the University. He provides leadership and encourages collaborative decision making and team work within the Division. At the program levels many of the decisions are made informally and by consensus. Advisory committee members often participate and are involved in decision making as well. The Dean is an advocate for the Division and for each credential program along with the Provost and University President and ensures a strong influence campus wide. Program coordinators, faculty and staff seem to have ready access to the Dean and University leadership.

The education unit is in a period of transition, following a long restructuring process. The faculty wish to be actively involved in the three searches currently advertised for replacement positions in credential programs. The administration wishes to fill these open positions as quickly as possible, particularly that of Chair of the department. Faculty are noting that the infrastructure of the unit has been affected in that each credential program has begun to operate independently and department meetings are no longer held on a regular basis. Faculty have noted that “there is a hole in the middle,” which resulted in lapses in preparation for the accreditation visit, and “stretched” persons in “Acting” roles to capacity.

A few students noted that “things seem in disarray” while at the same time praising their instructors and college supervisors for meeting their needs academically and ensuring that the model of reflective practitioners is manifest throughout the program.

### **Strengths**

The unit is commended for its Strategic Plan which provides a common context for faculty and staff, with the common purpose of preparing leaders of “competence, conscience and compassion.”

The potential of this plan in unifying the Division of Counseling, Psychology and Education in accomplishing its highest aspirations is very exciting.

### **Concerns**

While there is strong leadership in the role of the Dean of Arts and Sciences and Counseling, Psychology and Education, the fact that he is responsible for nineteen (19) academic departments and a number of special programs further exacerbates the vacuum left by retirements and transfers in the education unit. The situation is tenuous at best, and while new programs are up and running, notably the Cupertino/University

of Santa Clara Internship Program, the current faculty and staff cannot continue to maintain the quality of the programs without a strong chair and faculty replacements.

### **Standard 2 – Resources**

### **Standard Met**

The university maintains a process by which resources are allocated to the Division of Counseling, Psychology and Education to support its efforts to prepare professionals for leadership through service. The Dean is responsible for overseeing budget development within the context of allocations through the office of the Provost and university-wide budget planning. The new facility, fully paid through private means, provides a professional environment for many staff, faculty and students. Technology is evident to support staff and faculty and is sustained through an on-going upgrade and replacement policy.

The Division of Counseling, Psychology and Education is aggressive in pursuing grants to enhance their offerings to students and strengthen faculty opportunities. Currently, a grant is being pursued through the 2000 Noyce Foundation which will provide needed support for a literacy center staffed by a recognized expert in the field for a 3-year period.

The institution seems adequately equipped with instructional materials and supplies. The programs have equal access to centralized facilities.

Need for replacement faculty and new faculty to address the future plans and strategy initiatives for the Division of Counseling, Psychology and Education are being addressed at the Dean's level. Support staff needs are considered with program expansion.

### **Strengths**

Students consistently reported that they have complete access to needed resources including technology.

### **Concerns**

None noted

### **Standard 3 – Faculty**

### **Standard Met**

Full time and adjunct faculty were found to be well-prepared for their roles and are especially knowledgeable about cultural, ethnic, and gender issues. The institution supports faculty development by providing sabbaticals and financial support for attendance at professional association and district level meetings. The university has a well-defined tenure and promotion policy and one faculty member was recently granted tenure. Adjunct faculty are selected on the basis of their performance in their related fields and are evaluated on a regular basis in the same manner as full-time faculty.

### **Strengths**

Faculty are extremely dedicated and knowledgeable and personify the university's mission of leadership through competence, conscience and compassion.

### **Concerns**

The institution is urged to take advantage of the opportunity with the pending new hires to select faculty which reflect the ethnic diversity of the service area.

### **Standard 4 – Evaluation**

### **Standard Met**

The institution implements a comprehensive evaluation model, gathering data on a regular basis from program participants, recent graduates, local practitioners, as well as adjunct faculty. Information derived from this process serves as an important mechanism for continuous improvement both on the institutional level and faculty performance. Faculty review evaluations and utilize data as a means to update curriculum course content and their own instructional methodologies. Frequency of student evaluations range from one per quarter course to as often as three evaluations per quarter course, providing faculty with timely feedback and reflection. The institution promotes a friendly, non-threatening climate with regard to students and their evaluations. Students indicate that they take their opportunity to provide feedback seriously and appreciate their role in institution-wide improvement efforts.

The institution's collaborative relationships with neighboring school districts are enhanced with university solicitation of feedback both on a formal and informal basis. Graduates are contacted primarily on an informal basis in a longitudinal effort to keep "in touch" with graduates.

Active advisory panels exist across programs which synthesize student evaluation data and current trends in educational thought with state mandates to ensure the institution is responsive to this ever-changing era in education.

### **Strengths**

The greater educational community of Santa Clara University feels strongly that they are an integral part of and contribute to the continuous improvement process of the professional credential programs housed in the Division of Counseling, Psychology, and Education.

### **Concerns**

The Multiple/Single Subject credential program should consider formalizing their evaluation processes with graduates of three or more years.

### **Standard 5 – Admissions**

### **Standard Met**

The admissions process for each of the credential programs includes procedures to be followed, materials to be submitted, and criteria to be used in candidate selection. These are also clearly articulated in both written materials and personal interviews. Criteria for admission to the various credential programs include multiple measures such as academic record, professional recommendations and personal interviews. The admission process for interns includes a contract with the cooperating school district where the student is employed.

**Strengths**

The team commends the Eastside Future Teacher's Project which dedicates six full scholarships for underrepresented students with the hope that they may pursue teaching as their chosen profession.

The personal touch given potential credential candidates is exemplary.

**Concerns**

The number of support staff implementing the admissions process, particularly related to multiple/single subject programs, may need to be augmented with continued growth.

**Standard 6 – Advice and Assistance****Standard Met**

Santa Clara University provides qualified personnel to advise students regarding their academic, professional, and personal development. The Division holds information "Open Houses" each quarter to acquaint prospective students with their programs as well as with requirements for admission. The first one-on-one contact is typically with the Admissions Director who clearly articulates program requirements. Individual program coordinators continue the advisement process throughout the student's program. Free personal counseling is available through the University Counseling Services and through Campus Ministry.

**Strengths**

All students interviewed commended the regular contact with faculty and staff who were seen as accessible, knowledgeable, and caring.

**Concerns**

None noted

**Standard 7 – School Collaboration****Standard Met**

The institution has long-standing collaborative relationships with surrounding local school districts which help ensure proper clinical/field experiences for each candidate. There is deep understanding of the goals of the teacher education programs, and the placements offer a wide variety of teaching experiences including diverse cultural and linguistic environments. Field experiences for multiple/single subject student teachers and interns are tailored to the individual candidate's skills, interests and abilities.

**Strengths**

The institution is regarded with great respect in the community and candidates are accepted with enthusiasm by participating local school districts.

In turn, the institution treats the local school districts with respect, communicating frequently with site administrators and resident teachers.

Program evaluation, both formal and informal, is ongoing and suggestions for program improvement from local school districts are often reflected in subsequent program design.

**Concerns**

None noted

**Standard 8 - District Field Supervisors****Standard Met Minimally  
with Qualitative Concerns**

District Field Supervisors are identified by their expertise and willingness to participate in credential programs. The institution provides orientation for District Field Supervisors to ensure institution policies are observed and the field experience of the candidates is positive. However, no formal process is evident to ensure that resident (master) teachers meet criteria identified in the program document for the selection of resident (master) teachers, although a more personalized and informal process does help to identify resident (master) teachers.

Additionally, field placements need to be monitored more closely in terms of the qualifications of master teachers. Some students were critical of master teachers, and in one instance the master teacher mentioned that she did not hold a California credential or have any training in CLAD.

**Strengths**

There is substantial evidence that the institution provides excellent support for district employed experience supervisors. Frequent and periodic visits are made by university supervisors to each student teaching assigned site throughout the student teaching period.

Finally, participating school site principals are brought to the campus at year's end to evaluate and provide suggestions for change in the subsequent year's program.

**Concerns**

No additional concerns noted

## **Multiple and Single Subject Credential Program CLAD Emphasis and Internships**

### **Findings on Standards**

After review of the institutional report, supporting documentation, and the completion of interviews of candidates, graduates, faculty, employers and supervising practitioners, the team determined that all program standards are met for the Multiple and Single Subject Program – CLAD Emphasis and Internships.

The candidates and graduates of the Multiple and Single Subject CLAD emphasis and internship programs stipulate that they are or have been involved in a program that set high expectations for their performance and engendered deep commitment to the teaching profession. The course work with CLAD strands embedded throughout provided a rich curriculum. The teaching methods utilized in the preparation program modeled effective strategies for their complex diverse student population. The candidates, graduates, faculty employers and supervising practitioners all see themselves as part of a learning community dedicated to serving and meeting the needs of every student. The candidates emerge from the program with the knowledge, skills and abilities needed to face the complexities that arise in the profession with confidence in their problem solving abilities. The team found that candidates were given appropriate advice, guidance and support throughout the rigorous requirements of the program.

### **Strengths**

The belief in creating leaders of competence, conscience and compassion provides for a vision and philosophy that extends across all constituencies and ultimately grounds the students in a clear ethical perspective.

The students in the Multiple and Single Subject CLAD emphasis program become part of a learning community dedicated to improving their skills, broadening their knowledge, and developing as reflective practitioners.

A firm base of support is established in the intern program that enables the candidate to assume classroom responsibilities.

### **Concerns**

Caution should be taken so that attempts to accommodate district concerns and student preferences do not compromise the professional preparation of candidates in the intern program.

**Education Specialist Credential**  
**Preliminary Level I and Professional Level II**  
**Mild/Moderate Disabilities including Internship**  
**Early Childhood Special Education including Internship**

**Findings on Standards**

Following a complete review of program documents and supporting documentation, including interviews of students, graduates, faculty, and employers, the team finds that the Early Childhood Special Education (regular, internship, and certificate) and the Mild/Moderate Disabilities (regular and internship) all meet the applicable standards.

**Strengths**

The team found the regular and adjunct faculty to have excellent backgrounds and educational preparation. The instruction is real world and timely. Students perceive personalized education from the faculty and staff and feel they have been well advised and supported in their program.

Field supervisors provide practical and hands-on experience for the candidates which relates well to the coursework. School districts in the service area praise the quality of the special education programs and graduates. Some stated the applicants from these programs had an advantage over applicants from other institutions.

When applying for special education positions, school site supervisors collaborate with master teachers to ensure timely feedback for student teachers. Student teachers, master teachers, and supervisors meet on a regular basis, and student teachers requiring targeted improvement strategies are given extra attention as appropriate.

The program faculty have on-going communication and collaboration with school districts.

**Concerns**

Much of the financial support for Early Childhood Special Education has been through grants. The team recommends that there is adequate financial resources to maintain the quality of program and field supervision.



## **Preliminary Administrative Services Credential Program, including Internship Professional Administrative Services Credential**

### **Findings on Standards**

After careful review of the institutional self study, including supporting documentation coupled with interviews of candidates, graduates, faculty, and employers, the team finds the Preliminary Administrative Services Credential Program, the Preliminary Administrative Credential with Internship, and the Professional Administrative Services Credential Program meet all applicable standards.

The conceptual framework of the Administrative Services Credential Program at Santa Clara University maintains balance between theory and practice. The program recognizes the need for content relevance of its candidates, and mentors the candidates with professional dignity. The mission of the Educational Administrative Program is "to prepare and educate socially responsible, talented, energized and trained individuals who will impact education today and in the future." The Educational Administrative Credential Program realizes this aspiration through a faculty supported extensively through adjunct personnel, which models this mission statement by personifying educational leadership both in and outside the classroom.

The educational community of Santa Clara University views the Administrative Credential Program as exemplary in curriculum, instruction, collaboration and evaluative follow-through. The program is recognized as successful in developing leaders who manifest those attributes delineated in the mission statement.

### **Strengths**

Program design is responsive to the changing needs of the contemporary educational leader. The team found the collaboration component to be very effective.

The qualifications of the Program Director are impeccable. She has over the years generated a respect among her peers and constituents that is quite impressive. Her selection and maintenance of adjunct faculty contributes to the efficacy of program offerings and serves as an on-going source for program renewal.

Candidates and graduates were very complimentary and grateful for the accessibility of staff for mentoring and guidance. Graduates of more than five years still speak of the on-going contact the director maintains with them and their colleagues. The network of educational leaders is testimony to the esteem the program commands. This on-going collaboration provides a cohesiveness that strengthens the programs.

### **Concerns**

The university needs to address the pending leadership change and transition with an eye toward maintaining program excellence. Further, we recommend that selection criteria be established reflecting the unique qualities of collaboration in the Educational Administrative Credential Program.

## Professional Comments

The university is encouraged to strongly consider offering an Ed D program to compliment their Masters of Education Program including Tier II of the Administrative Credential. The team views the potential of such an addition as very promising in furthering the university's commitment to the educational needs of the community.

The institution should include the Advisory Boards as an integral component in the selection process of the advertised positions: "Coordinator of Educational Administration Masters and Credential Program" and "Assistant Professor, Teacher/Special Education". Additionally, representatives of these and other appropriate Advisory Boards should participate in the selection process of the advertised position: "Chair of Education".

The university is encouraged to become involved in a Beginning Teacher Support and Assessment Program. Many nearby local educational agencies would welcome the expertise and experience of the faculty. One possibility would be to consider a pilot partnership between an established local BTSA project and the Special Education Program.

The number of new programs is laudable. The Blended Program in Urban Education, the Eastside Future Teachers Project, the Noyce Foundation Grant funding an endowed chair to develop an Early Literacy Program, the 3 Intern Program options show a responsiveness to the needs of the profession.

The team encourages the university to complete long-range plans for centralizing the division faculty and the Director of Admissions into a building with easy access and visibility for graduate students.

In an unusual effort to link the college with the community, many student teachers expand their experience by working directly with delinquents and troubled youth at Osbourne School, established as part of the Juvenile Correctional Facility.

The university is poised for the next millennium and ready to accept a leader who can focus the Education Unit so that the similarities and differences among programs continue to strengthen the core mission of the college.

While the program participants report excellent guidance and support from the university, we feel efforts should be made to have no fewer than two interns per school site. This would allow:

1. Streamlining the logistics of supervision.
2. Peer support and good use of shared facilities.
3. The university should make every effort to place student teachers and interns with resident teachers and mentors who have knowledge of instructional strategies, activities, and materials that are appropriate for students with diverse needs, interests, and learning styles.